



1995-96 KIRIS OPEN-RESPONSE ITEM SCORING WORKSHEET

Grade 8 — Arts and Humanities Question 2

The academic expectations addressed by this item include:

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

The core content assessed by this item includes:

- Drama/Theatre
Production Elements
 - * Scenery, costumes, and props assist in creating an atmosphere appropriate for the drama.
 - * Theatrical productions are complex activities which require specific jobs to address the various aspects of productions. Some of these jobs include actor, director, playwright, producer, and designers (costumes, scenery and make-up).
- Music (Historical and Cultural Awareness)
 - * There are similarities and differences in the elements of music as expressed through various purposes. Cultures to be assessed: Early American, Asian, Western European.
 - * There are similarities and differences (e.g., instrumentation, dynamics) among musical styles (the particular character of a musical work and a performance) such as spirituals, ballads, and rounds.

2. New Summer Theater

Imagine that you are opening a summer theater that will present only musicals. You can hire six people in addition to the actors. What would be the six jobs that you select (e.g., director, etc.) and what qualifications would people need to fill those jobs.

SCORING GUIDE

Score	Description
4	Student chooses six jobs, several of which are unique to musical theater. Thoroughly explains qualifications as they relate to the jobs (e.g., carpenters can build sets, electricians work on lighting, etc.)
3	Student chooses five or six jobs (at least one is unique to musical theater.) Explains qualifications, but some may be general rather than directly related to musical theater.
2	Student chooses four to six jobs and minimally explains qualifications. Jobs may or may not relate to musical theater.
1	Student names one or more jobs related to theater or only discusses qualifications. OR Student discusses jobs related to movies, movie theaters, or theaters, but not performance of the theater.
0	Response is incorrect or irrelevant.
Blank	Blank/no response.



KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 8 ARTS AND HUMANITIES

Sample 4-Point Response of Student Work

Student chooses
six (6) jobs,
several unique
to musical theater.

I will hire the following six people with these qualifications:

Conductor: person to conduct orchestra/band/singers - need to be experienced, talented musician, intelligent, patient.

Vocal teacher: someone to teach the actors the music, show them good vocal techniques: smart, lots of vocal teaching experience, singer themselves, patient, good teacher.

Director: someone to lead the entire play, be in charge: must be awesome leader, musician, theatrical experience, patient.

Set Designer: even musicals have sets!: awesome artist, hard-working, quick worker.

Song writer: write the music we sing: smart, quick worker, musician, experience.

Choreographer: teacher the dances to the actors: awesome dancer, patient, good teacher, musically inclined.

Student
describes/explains
qualifications for
jobs.



KIRIS ASSESSMENT ANNOTATED RESPONSE

GRADE 8 ARTS AND HUMANITIES

Sample 3-Point Response of Student Work

Student chooses five jobs.
One is unique for a musical
(choreographer).

If I were opening a theater and I could hire six people in addition to the actors, I would have a director, coryographer, lighting man, artist, and a curtain lady.

To fill the job as a director he/she would have to have previous experience, sense of art, and know how to make a show run.

To fill the job of a coryographer he/she would have to have experience as a dancer, be certified, know the latest moves, an be able to make each actor learn a different step for the rythum.

The lighting man would have to be a certified electrician. Have previous experience working for a theater, and has to know the color light for each scene. And be able to follow the actors as they come on stage.

To be the artist he/she would have to know what kind of back drop to paint for the scenes. He/she would have to know how to blend and draw out colors, and be able to paint just about anything.

To be the curtain lady she would have to know how to sew, and wash big velvet curtains. She would have to also be able to sew costumes for the actors.

Student explains qualifications of workers;
some are general rather than unique for musical
theatre.



KIRIS ASSESSMENT ANNOTATED RESPONSE

GRADE 8 ARTS AND HUMANITIES

Sample 2-Point Response of Student Work

Student chooses four (4) jobs.

I have a summer theater, and I can only hire six people who are not actors. I would choose a director, a producer, a playwright, and since my theater will present musicals only, three people to play musical instruments. The director and producer must have some experience as director and producer (respectively). The playwright must have written at least two successful plays, and the musicians must have taken lessons for at least four years, and performed at least once.

Student's job descriptions are minimal and don't specifically relate to musical theatre.

Sample 1-Point Response of Student Work

Student fails to explain qualifications of workers.

Student lists six jobs with minimal explanation.

I am to imagine that I am opening a summer theater and I am to give six jobs out: director, ticket person, make-up person, speech person, food and drink person, person who watches over the theater. The only thing I would ask out of them is to do their job right, and treat the people with respect.

Student chooses no job unique for musical theatre.

Student's explanation is unclear, not specific.

INSTRUCTIONAL STRATEGIES

New Summer Theater

Explore technological sources such as CD-ROM Encyclopedia, soft-ware packages, and internet to find out about specific jobs in theatre including musicals.

Locate a variety of musical plays from the library or texts and describe specific production roles found in them.

Write a short one-act musical play including directions for specific production staff. If possible, present to the class.

Select a specific high school in your area that is planning a musical theatre performance. In collaboration with the theatre teacher, arrange for high school students to discuss the production and the roles of specific production staff with the middle school class.

Ask high school students in specific production roles to serve as mentors and allow middle school students to shadow them. Students, during the mentorship, should keep a journal or follow-up with a written report.

Plan for students to attend a musical theatre production of the high school or community theatre. Describe in writing specific production roles, their purpose and function.

Participate in group projects to develop scenery, costumes, and props for a musical theatre production. Students' choices should reflect various cultures and musical styles (e.g., Early American, Asian, Western, European) for their project.